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17. ABSTRACT (MAX. 250 WORDS)

A social studies unit on the Civil War is presented. Included are its outcome, the issues it settled, the issues which were left to postwar settlement, and the attempt of the North to impose its version of reconstruction upon the South.

The history student is encouraged to see the sixteen-year period of Civil War and Reconstruction in perspective and to realize that the political, military, social, religious, and economic happening of the era are interrelated. Students should understand that the nation lost its ability to resolve sectional differences by compromise, that wars raise many more issues than they solve, and that the unsettled war issues were finally resolved by compromise.

There are eight assignments in the unit; each assignment has specific objectives, required and optional reading assignments, study guide questions, vocabulary, words to define or identify, special instructions, and depth opportunities.

Appended are an excerpt from Lincoln and the Road to War which presents a critical analysis of Lincoln's decision to send provisions to reinforce Fort Sumter, the text of the Emancipation Proclamation, a map depicting reconstruction in the South, an excerpt from The Road to Reunion which presents the post war bitterness of the South toward the North, and a bibliography of related books and filmstrips.

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NOVA HIGH SCHOOL

SOCIAL STUDIES DEPARTMENT

UNIT 39

CIVIL WAR AND THE RECONSTRUCTION OF THE SOUTH

Section _____ Name _____

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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UNIT 39

Civil War and The Reconstruction of The South

Introduction

The subject of this unit is the great Civil War which convulsed the United States from 1861 to 1865, its bloody outcome, the issues it settled, the issues which were left to postwar settlement, and the attempt of the victorious North to impose its version of reconstruction upon a prostrate South. The South reacted against what it considered 'Carthaginian peace' terms. The reaction of the vanquished to these terms engendered a tumultuous period in our history popularly known as the Reconstruction Era.

The overall objective of Unit 39 is to see this period of sixteen years in perspective; that is, to see that the political, military, social, religious and economic happenings of the Era were interlocking. What happened in one of these areas influenced one or more of the others. Fundamental to grasping what took place is the understanding that this nation, though hesitantly, lost its heretofore vaunted ability to resolve sectional differences by compromise, resorting in the end to savage conflict to determine what shape the nation would assume to succeeding generations. Then you, the student, should understand wars often raise as many issues, and in some cases more, than they solve. This was true of the Civil War. Finally, you should realize the unsettled war issues were the subject of tremendous agitation during the Reconstruction Period, being resolved in the end by compromise, the very instrument whose breakdown led to the Civil War in the first place. So, for you, the student, the cycle is complete: compromise, Civil War, and compromise. The adjustment (compromise) of 1877 between the North and South was a return to the traditional method of settlement in our society. The minimum understandings the student should gain from this unit are:

A. Despite the best efforts of many statesmen from both the North and the South to settle their dispute peacefully, compromise broke down and war ensued.

B. The preponderance of men and material resources of the North was chiefly responsible for the Northern victory.

C. Americans today can be justly proud of the outstanding qualities displayed by the leaders and soldiers of both the North and South.

D. Resort to armed conflict is generally to be deprecated, and that wars, though raising issues, do in fact settle some incapable of being dealt with by compromise.

E. The question of the nature of the Federal Union was determined in favor of the ultimate supremacy of the central government.

F. No question remained as to whether the United States would remain half free and half slave.

G. The freeing of the slaves created problems which proved incapable of settlement except on the basis of compromise.

B. The compromise of 1877, though not completely satisfactory to either side was a vital step forward in providing for the allevation of Reconstruction discord and paved the way for the reunion of the states and their prosperous future.

Assignment #1

A Divided Nation

Objective:

1. To understand the difficulty of adjusting peacefully sectional differences of long standing.
2. To understand the nature of the disagreement between the North and South existing in 1861.
3. To know the steps taken by the North and South first to resolve their quarrel and then to engage in armed conflict.

Reading Assignment:

Required: Canfield and Wilder, The Making of Modern America, pp 294-300.
Appendix A - Craven - "Lincoln and the Road to War"
Optional: Wirth, The Development of America, pp. 369 - 379

Study Guide:

Questions to check basic information

1. Did Lincoln display a concilia tory attitude toward the South in his First Inaugural Address?
2. Which section of the South, upper or lower, was foremost in its determination to secede? Why?
3. Was there a basic difference between the provisions of the Crittenden Compromise and the Virginian Peace Plan?
4. Did the disagreement between the North and South involve more than the question of slavery?
5. How did the South justify secession?
6. Why was compromise on the order of that of 1850 unsuccessful in 1861?

Vocabulary: Define or identify:

1. Doctrine of Secession
2. The Confederacy
3. Border States
4. Jefferson Davis
5. Fugitive Slave Law
6. State Convention
7. Crittenden Compromise
8. Virginia Peace Convention
9. Abolitionist
10. The 36° - 30' parallel

Special Instructions:

1. Answer study question #4 in your notebooks
2. Small group discussion (Your instructor will assign you to a group and make available to each group a copy of Great Issues in American History. One member of each group will read aloud for the group's consideration South Carolina's Declaration of Causes of Secessions pp 386-391, and those sections designated by your instructor in Lincoln's First Inaugural Address, (principally pp 390-391).

After having read these documents you are to consider whether or not secession was legal on the basis of the evidence presented on both sides.

3. Depth Opportunities:

(a) Write a critical essay analyzing the positions taken by the South for secession and those taken by the North again.

(b) Write a review of a book dealing with the steps leading to the "irrepressible conflict". In the review give the view of the author, salient facts to back up his positions, and state concisely whether the author's argumentation is valid. Avoid simply relating what the book says.

(c) Undertake either singly or in a group to conduct what you think transpired in one of Lincoln's Cabinet meetings prior to the firing on Fort Sumter. Latitude is allowed for the liberal use of the imagination, based of course on historial facts.

(d) Appendix A is a selection from Craven's "Lincoln and the Road to War". The author states that Lincoln upon becoming President, had three alternatives from which to choose. Remember this is Craven's opinion. Can you find a fourth possibility? If so, set your findings down in a paper of about 300 words, keeping in mind conciseness in a distinct virtue in writing.

Assignment #2

... And the War Came ...

Objectives:

1. To understand the scope and magnitude of the Civil War in terms of geographical areas and involvement of men and material.
2. To gain an understanding of the basic military strategy of the North and South.
3. To recognize the most important factors leading to the North's military victory.

Reading Assignments:

Required: Canfield and Wilder, The Making of Modern America, pp. 300-312

Appendix B, The Proclamation of Emancipation

Optional: Wirth, The Development of America, pp. 381-395.

Study Guide:

Questions to check basic information

1. What effect did the firing on Fort Sumter have on the North? Is documentary pro of forthcoming that Lincoln "maneauvered" the South to initiate the hostilities?
2. Give the three main points of Union strategy to overwhelm the South.
3. Did the South have a consistent basic military strategy to thwart the North?
4. In terms of military leadership which side proved superior? Give the reasons for your answer.
5. Compile a list of the advantages possessed by each side at the commencement of hostilities.
6. Compare the political leadership of each side, summing up the advantages and disadvantages of each.
7. Name some similarities and differences between the Revolutionary War and the Civil War.

Vocabulary: Define or Identify:

1. "paper" blockade
2. Robert E. Lee
3. Vicksburg
4. Gettysburg
5. "March to the Sea"
6. Army of Northern Virginia
7. Anaconda Strategy
8. Conscription
9. Wilderness Campaign
10. Appomattox
11. William Sherman
12. "Stonewall" Jackson

Special Instructions:

1. Answer study question No.5. in your notebook
2. Small group discussion: discuss study questions No.1, 6 and 7.

3. Depth Opportunities:

(a) Prepare a map of the war showing the main battles the Commanders, and the victors in each engagement. To enhance an understanding of the projection colors may be used to designate the two major forces, topography, and the relative number of troops engaged.

(b) Write a short paper on the principle innovations in military strategy and arms produced during the conflict.

(c) Research the part Florida played in the War and report the results in a short essay. Include a bibliography.

(d) Read the Proclamation of Emancipation (Appendix B) and list the various ways in which you believe it could have produced military advantages for the North.

(e) Contrast in a paper the strategy of the Petersburg Crater (1864) with the Battle of the Bulge World War II., or sketch a schematic diagram (not to scale) of the Crater. A good account of the Crater is given in Catton's A Stillness at Appomattox Chapter IV.

(f) Group Undertaking: Bulletin Board Poster depicting some aspect of the Civil War. Group might consider a battle scene, domestic activity, political event, or cultural activity.

Assignment #3

Foreign and Domestic Aspects of the War

Objective:

1. To recognize that politics continued to play a prominent role in domestic affairs during the Civil War.
2. To understand that attempts to influence and woo foreign nations were a part of the overall war effort of both North and South.
3. To understand that social and economic roles are tremendously influenced by large scale military operations.

Reading Assignments:

Required: Canfield and Wilder, The Making of Modern America, pp. 312-318

Optional: Wirth, The Development of America, pp. 395-404

Study Guide:

Questions to check basic information

1. List some difficulties of the North and South in raising and maintaining their armed forces.
2. In what ways did the North prove superior in their conduct of foreign affairs?
3. What was the attitude of the Northern Democratic Party towards the War? Who were its leaders?
4. Which of the two, Lincoln or Davis, proved to be the better political leader? In what ways?
5. Compare the industrial potential of each of the contestants in terms of manufacturing, transportation, natural resources and skilled workers.
6. Why did Southern women sacrifice more than their Northern counterparts? What in the South's social and economic structure determined the Southern women's role in the War?
7. Think of some ways in which the South could have used its resources to a greater advantage.

Vocabulary: Define or Identify:

1. The Trent Affair
2. The Alabama Claims
3. Napoleon III
4. Bounties
5. Greenbacks
6. National Banking Act
7. Union Party.
8 Andrew Johnson
9 Gettysburg Address
10. William Seward
11. Benjamin Judah
12. Copperheads
13. John Wilkes Booth

Special Instructions:

1. Answer study question #5 in your notebook.
2. Depth Opportunities:

   (a) Using Lincoln's First and Second Inaugural Addresses and the Gettysburg Address delineate the progression of Lincoln's thought in respect to slavery. In your paper reference to Lincoln's other wartime utterances on this subject may be used as aids to orderly sequence.

   (b) Select a book dealing with the non-military aspects of the War and write a critical report. The book may be either from the accompanying bib liography or one approved by your instructor.

   (c) Construct a chart profiling the most important members of the Cabinets of the North and South. Opposite each list, his most significant contribution.

Assignment #4

Presidential Reconstruction (1865-69)

Objectives:

1. To appreciate the enormous difficulties facing the Administration after the defeat of the South.
2. To gain an understanding of the various Presidential plans to "bind up the wounds" of the nation.
3. To realize the depth of the breach between the executive and congressional branches during the Johnson administration.

Reading Assignments:

Required: Canfield and Wilder The Making of Modern America, pp.320-324
Optional: Wirth, The Development of America, 405-413

Study Guide:

Questions to check basic information

1. Did Johnson base his authority to reconstruct the South on the Constitution? If so, to what part of the Constitution did he appeal?
2. Compare Lincoln's and Johnson's plans for reconstruction? Was there a difference?
3. Were the "Black Codes" and the "Jim Crow Laws" the same?
4. Have there been any satisfactory answers given to the question of how Lincoln would have fared had he not been assassinated?
5. What was the status of the Southern states when Congress reassembled in December, 1865.
6. How successful was the Johnson Administration in blocking congressional measures toward the South?

Vocabulary:

1. "Black Codes"
2. Amnesty Act
3. Presidential Reconstruction
4. Ten Per Cent Plan
5. Wade-Davis
6. Civil Rights Bill
7. Impeachment
8. Freedman
9. Appentices
10. Radical Republicans
11. 13th Amendment
12. War Democrat

Activities:

1. Small group discussion: "Resolved, the Constitution empowered the President to reconstruct the South after Civil War
2. Depth Opportunities

(a) Identify the chief revisionist historians (3 or more) of the Reconstruction Era and sum up their basic conclusions. Helpful information may be found on this subject in the Heath Series, Problems in American Civilization.

(b) Compare the positions of Andrew Johnson and Lyndon Johnson on Civil Rights and States Rights.

Suggestions: For reference these books may be used.

McKitrick, Andrew Johnson and Reconstruction

President Lyndon Johnson, My Hope For America.

(c) For a greater depth understanding of Presidential and Congressional positions on reconstruction read the following documents in Great Issues in American History, Part I: Documents #1-10, pp. 3-25. There are two pages or so, answer the following questions:

1. Did emotions of the war and pre-war period show signs of giving way to objective reasoning?
2. How did Congressional views differ from those of Lincoln and Johnson?
3. Whose position is most soundly defended?

Assignment #5

Objectives:

1. To recognize the coordinate authority of Congress in matters affecting the welfare of the nation.
2. To gain an understanding of the dangers to our Country when the executive and legislative branches of government are diametrically opposed to each other in matters of policy.
3. To realize the magnitude of Congress's attempt to reconstruct the whole social, economic, and political life of the South.

Reading Assignments:

Required: Canfield and Wilder, The Making of Modern America, pp. 324-327

Optional: Wirth: The Development of America, pp. 412-419

Study Guide:

Questions to check basic information.

1. In what ways were Congress' plan for reconstruction more severe than Presidential plans.
2. The 14th Amendment is known as the Civil Rights amendment. In what way has it been employed in other than the Civil Rights field?
3. Was Johnson's impeachment by Congress justified?
4. Are we today in a better position (as would-be historians) to judge of the success of Reconstruction than were its contemporaries?

Vocabulary: Define and Identify

1. Thaddeus Stevens
2. Charles Sumner
3. Congressional Reconstruction
4. Fourteenth Amendment
5. The Reconstruction Act of 1867
6. Tenure of Office Act
7. Joint Committee of Fifteen
8. 35-19
9. Congressional Elections of 1886

Special Instructions:

Depth Opportunities:

(a) In a formal essay analyze the nature of the "symbolic requirements" the North expected from the South as described by McKitrick in Andrew Johnson and Reconstruction, pp. 21-41.

(b) Show by the means of a chart the members of Johnson's Cabinet. Sketch their names or profiles and opposite each give their attitude in the Reconstruction struggle.

(c) Claude Bowers' The Tragic Era is a major revisioni st work highly critical of Radical Reconstruction. Compare his thesis with that of James. G. Randall in The Civil War and Reconstruction.

(d) Small Group-Discuss:Congressional Reconstruction is (or is not) relevant to present day Civil Rights legislation. Report your findings in a one page report.

Assignment #6

The South Under Northern Domination.

Objectives:

1. To recognize the North and South had conflicting values, experiences and interests; and that the resulting attitudes made the solving of their problems very difficult.
2. To realize military rule curtails the rights and obligations of a free citizenry to participate in their government.
3. To appreciate the obstacles in the path of the South to overcome the ravages of war complicated by the upheaval in their social, economic and political life.

Reading Assignments:

Required: Canfield and Wilder, The Making of Modern America, pp. 328-331

Appendix C - Selection from Paul H Buck's The Road to Reunion: 1865-1900.

Optional: Wirth, The Development of America, pp. 411-417

Study Guide:

Questions to check basic information.

1. Were the Radical Republicans justified in instituting carpet bag governments in the South?
2. Name some of the acts of misrule the carpetbaggers perpetrated during their reign.
3. How wide spread were the activities of the Ku Klux Klan? Could they have operated successfully without the tacit approval of local officials?
4. The post-war period for the South was very trying. Was it more so than the Civil rights crisis now troubling the South? Are there any similarities?
5. In your estimation was the institution of sharecropping an advance over plantation agriculture? If so, in what way?

Vocabulary: Define or identify

1. sharecropper
2. Ku Klux Klan
3. Carpetbaggers
4. scalawags
5. Military Districts
6. 15th amendment
7. "solid South"
8. grandfather clause
9. poll tax
10. Intimidation

Special Instruations:

Depth Opportunities:

(a) Interview a local lawyer or the local police chief to determine if there are still any "Jim Crow-laws" on the local statute books. Report your findings in a paper and be prepared to give oral report to the class. (Consult with instructor before attempting interview).

Small Group:

(b) Appendix D depicts the feeling of the South towards the North during the Reconstruction Era. In a short paper compare the Reconstruction Era attitude to the present attitude of the two sections towards each other.

(c) Read Chapter II of The Strange Career of Jim Crow (by C. Vann Woodward). This chapter deals with the South's "Capitulation to Racism." The group should seek to determine whether the South is at present moving towards a form of racism radically different than than that described in Woodward's book. The group will be prepared to report their findings to the class.

Assignment 7

Political Abuse Under President Grant.

Objectives:

1. To understand the nature and extent of the breakdown in public morality during and after the Civil War.

2. To understand that public officials generally need training in public office before assuming top level executive functions in government.

3. To comprehend that public immorality is not a monoply of any one political party.

4. To understand that dangers inherent in one branch of government dominating coordinate branches.

Reading Assignments:

Canfield and Wilder, The Making of Modern America, pp 450-456.
Wirth, The Development of America, pp. 709-717.

Study Guide:

Questions to check basic information

1. Name some of Grant s qualifications (training, character, etc) fitting him for the Presidency. What were some qualifications militating against his fitness for the Presidency?

2. Contrast the divergent positions on policy of the two main elements of the Republic Party during Grant's Administration that are the Conservative and Liberal wings of the GOP. What are the issues between these two wings in the today's GOP?

3. Why was Grant the man who could size up generals and choose men and courses wisely in war, so totally incapable of coping with the Reconstruction world he was elected to preside over?

4. Give your reasons for the corruption in Government during Grant's administration.

5. Detail the activities of the Tweed Ring, Credit Mobilier, and the Whiskey Ring. Does the Salary Grab Act bear any similarity to the recent action of Congress in raising their salary to $30,000 per annum?

6. On what issues did the Democratic Party stremuously oppose the Grant Administration? How effectively did the two party system operate during the Reconstruction Era?

Vocabulary: Define or identify:

1. Suffrage
2. Fraudulent
3. Thomas Nast
4. Oakes Ames
5. Grand Army of the Republic
6. Credit Mobilier
7. Copperhead.
8. Liberal Republicans
9. Civil Service
10. Spoils system
11. Horace Greeley
12. Prohibition Party

Activities:

1. Depth Opportunities: Research Paper:

   a. In two post war periods corruption has flourished in public affairs. Historians are divided as to which was more corrupt, the Grant or Harding Administrations. In a paper of approximately 500 words compare the two administrations. Suggestion: secure one or two books on each Administration, and read representative selections from each, then carefully plan what you wish to say about each President. Draw up an outline of your main points and turn out a clear picture of what happened under the two unfortunate P residents. As a starter these two books are suggested --- Hesseltine's Ulysses S. Grant Politician and Adam's Incredible Era.

   b. Draw a Cartoon illustrative of Grant's ineptness as President or some other aspect of public defalcation in the post Civil War era.

   c. Essay. In1868 Senator John Sherman made a statement about the Presidency that most Americans of that day undoubtedly accepted. Sherman: "The executive department of a republic like ours should be subordinate to the legislative department. The President should obey and enforce the laws leaving to the people the duty of correcting any errors committed by their representatives in Congress." Contrast the attitude of the American people today regarding the functions and roles of the Presidency with that expressed by Senator Sherman a hundred years ago.

   d. Small Groups Seek an answer to the query "Of what Value are Third parties?" To facilitate discussion withi. groups, should be considered, such as: What major Third Parties have functioned on the American political scene - their platforms and activities -- their success or lack of success -- Relate these to the contemporary political scene.

Assignment 8

Reconstruction Ends 1877

Objectives:

1. To discover that the common economic interests of the North and South were a powerful lever to uproot military rule.
2. To recognize that the end of Reconstruction opened the way for the South to develop her culture with a minimum of external interference.
3. To understand the terms of the bargain struck between the North and South in the Compromise of 1877.

Reading Assignments:

Required: Canfield and Wilder, The Making of Modern America, pp. 454-458

Optional: Wirth, The Development of America, pp 416-417

Study Guide:

Questions to check basic information

1. The South was predominantly agrarian through the Civil War. Did it continue this course through the Reconstruction Era? If so, what effect would agrarianism have upon the South's social and moral values after Reconstruction?
2. Can we say the decision of the Electoral Commission in the 1876 election was constitutional?
3. It has been maintained by some historians that the Compromise of 1877 had the most far reaching effects of any Compromise in this country's history. What were the main terms of this compromise?
4. Did the North, after 1877 simply exchange its military ru le of the South for economic overlordship of the Southern States?
5. Was the extent and depth of segregation in the South increased or descreased after Hayes' election?
6. Do the effects of the Reconstruction Era play any part in present day Southern attitudes towards the race question?

Vocabulary: Identify or Define

1. Carl Schurz
2. Samuel J. Tilden
3. Compromise of 1877
4. Segregation
5. White supremacy
6. Tweed Ring
7. "Redeemers"
8. Reunion
9. Electoral Commission
10. "Old 8 to 7"

Special Instructions.

Depth Opportunities:

1. Draw up a list of the main Radical Reconstruction measures and the South's reaction to each.

   a. Read a book dealing with the Reconstruction Era and submit a written report. Use the form furnished by your instructor, completing the required sections.

   b. Write to the librarian at the University of Florida requesting materials outlining the main events surrounding the crucial Florida presidential election of 1876. Make report to the class on your findings.

2. Map study: Prepare a map of United States to show the results of the 1876 election. Color: (1) Democratic States (2) Republican States, (3) Contested states, (4) number of electoral votes for each state.

Appendix A

Avery Craven: Lincoln and the Road to War.

Avery Craven is one of the foremost historians of the Civil War period. This brief excerpt from his study of The Coming of the Civil War deals with Lincoln's decision to send provisions to reinforce Fort Sumter. It presents a critical analysis of this decision in the light of alternatives available to Lincoln.

When Lincoln left Springfield to take over the presidency of a crumbling republic, three courses of action were open to him. He might continue the watchful-waiting policy of his predecessor, hold the Border States, and hope for a reaction which would bring the "erring sisters" back to the Union and the nation to peace. It would not be a popular or a promising way. It would require withdrawal from the forts in Confederate territory and a gradual, if not admitted, yielding of Republican principles. It might end only in the permanent establishment of the new Confederate government. It had already ruined James Buchanan. It might destroy Lincoln and his party. Yet, if the nation were saved and a civil war averted, it might be worth the trial and the cost.

A second course was that of complete surrender by compromises sweeping enough to satisfy the now aggressive South. That would immediately wreck the Republic Party and sacrifice all that the compaign and the years behind it meant. Even if the South accepted, all the problems and sentiments which had produced this crisis would remain. Yet who could say that these problems were not gradually solving themselves? The territorial conflict was certainly over; even slavery might, from natural causes, be on its way out. Who was wise enough to forecast the future?

The third course was that of action. Lincoln could refuse to accept the fact of secession, hold the forts, collect the revenues, and enforce the law. Andrew Jackson had succeeded with such a policy. The strong conservative element in the Lower South would assent; the Border States would approve. The only difficulty was one of managing public opinion so as to keep it on the government's side. An appeal to Union sentiments, to the old national traditions, would prepare the way. The rash actions of the hotheads in the seceded states would furnish the excuse for action. The same vague talk which permitted listeners to understand what it suited them to understand would accomplish the rest. Party and nation - now one in values - might be saved at a minimum cost of force.

(Taken from Lincoln and the Coming of the Civil War, [illegible]
D.C. Heath and Company.)

Appendix B.

The Proclamation of Emancipation.

As early as July 22, 1862, Lincoln had read to his Cabinet a preliminary draft of an emancipation proclamation. At this time Secretary Seward suggested that the proclamation should not be issued until a military victory had been won. The battle of Antietam gave Lincoln his desired opportunity; on the 22 of September, he read to his Cabinet a second draft of the proclamation. After some modifications this was issued as a preliminary proclamation; the formal and definite proclamation came January 1, 1863. The Diaries of Welles, Chase, and Bates give interesting records of the Cabinet meetings. This proclamation was particularly important in its effect upon European, especially English, public opinion. See E.D. Adams, Great Britain and the American Civil War, 2 Vols.; D. Jordan and E.J. Pratt, Europe and the American Civil War; W.R. West, Contemporary French Opinion on the American Civil War. On the constitutionality of emancipation, see J.G. Randall, Constitutional Problems Under Lincoln, chs. xv-xvi.

By The President of the United
States of America:

A Proclamation.

Whereas on the 22nd day of September, A.D. 1862, a proclamation was issued by the President of the United States, containing among other things, the following, to wit:

"That on the 1st day of January, A.D. 1863, all persons held as slaves within any State or designated part of a State the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the executive will on the 1st day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State or the people thereof shall on that day be in good faith represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such States shall have participated shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State and the people thereof are not then in rebellion against the United States."

Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this 1st day of January, A.D. 1863, and in accordance with my

purpose so to do, publicly proclaimed for the full period of one hundred days from the first day above mentioned, order and designate as the States and parts of States wherein the people thereof, respectively, are this day in rebellion against the United States the following, to wit:

Arkansas, Texas, Louisiana (except the parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans including the city of New Orleans), Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia (except the forty-eight counties designated as West Virginia, and also the counties of Berkeley, Accomac, Northampton, Elizabeth City, York, Princess Anne, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts are for the present left precisely as if this proclamation were not issued.

And by virtue of the power and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts of States are, and henceforward shall be, free; and that the Executive Government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.

Appendix C.

Post War Bitterness of South Towards The North.

The divisions over the Negro and politics in the Reconstruction era went so far as to create a situation of almost permanent sentimental disaffection on the part of Southerners. The injuries then experienced became a tradition. "The whites cannot forget that dismal period," wrote James Bryce in 1891, "and their recollection of it makes them vehemently resolute that power shall never again pass into hands which so misused it. It is not revenge, it is not hatred, it is instinct of self-preservation which governs them."[4] The South had in fact suffered so much that from that day on a mark of a Southern man was his distrust of all who were not born below the Mason-Dixon Line.

The South later professed forgiveness to the men who fought in the fair fight of war. But to those who came victorious and "heaped indignities upon a fallen foe" it exhibited a "bitterness of heart that lasts as long as life endures."[5] The South, as one of its spokemen said, came to believe "that what was desired and intended by the party in power was not a restored Union of equal States, but a subjected South, a dominant North, and a radical faction ruling all. The

painful and exasperating belief gained ground daily that nothing which the Southern people could say or do .... would avail anything to change the course of their destiny..... The whole history of the struggles between the North and South had generated in the minds of the Southern people a profound skepticism.
. . . Distrust of the Northern People, such as the fortunes of war and all the bitterness of surrender had failed to arouse, began to stir in the South; and her people began to look upon their brethren of the North as possessed of a cruel hatred which rejoiced to believe evil, and by a malignancy which would not stop at wrong or oppression."[6]

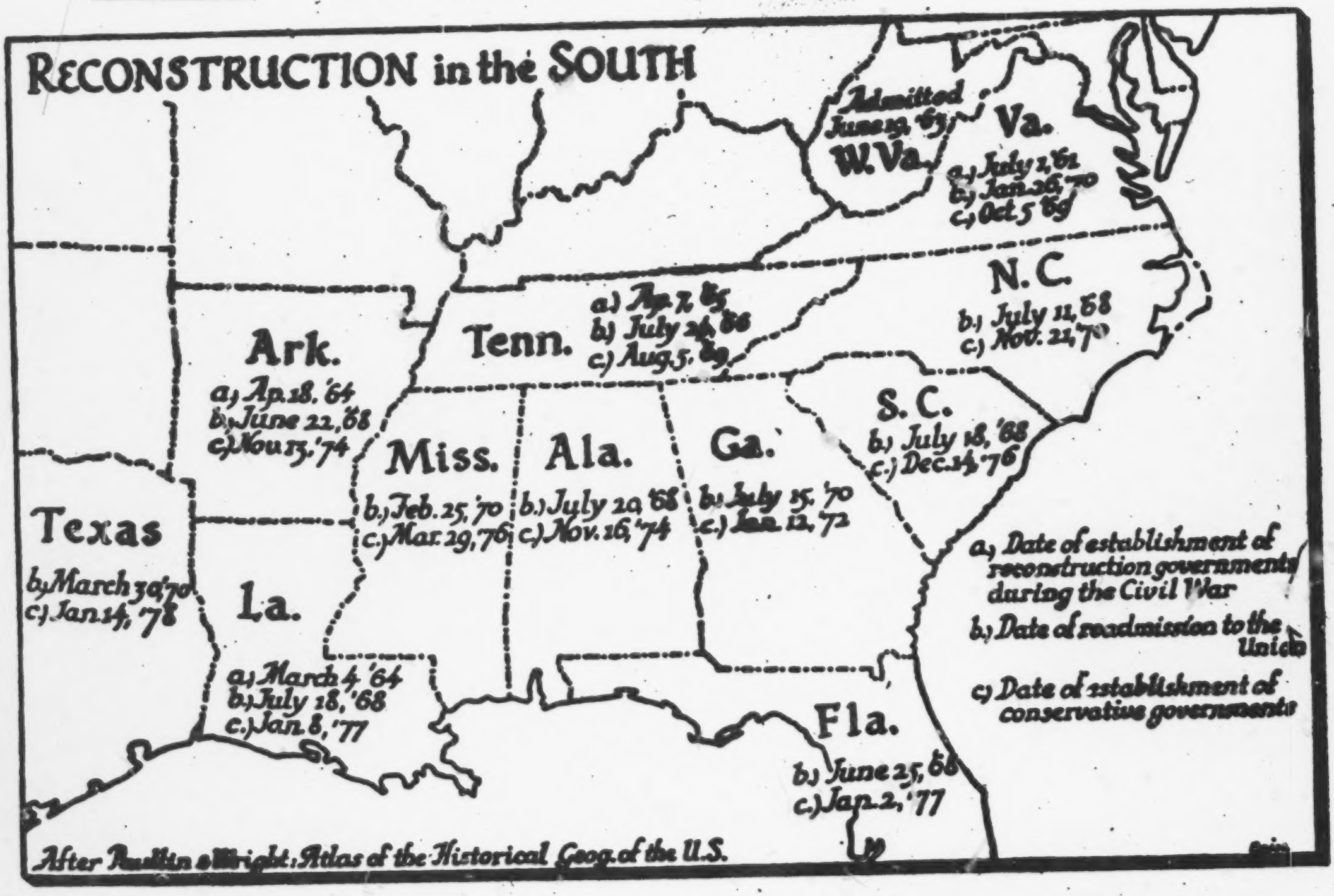
[4]James Bryce. "Thoughts on the Negro Problem," North American Rev., CXLIII (1891), 549.

[5]J.W. Burgess, "Reconstruction and the Constitution (New York, 1902), 297. See also R. Taylor, "Destruction and Reconstruction" (New York, 1897), 236-238.

[6]Mayes, "Lamar," 154-155.

(Reprinted from Paul H. Buck's The Road to Reunion : 1865-1900 pp. 72-73).

Appendix D Map: Reconstruction in the South



(Taken from Morrison and Commanger: The Growth of the American Republic Vol. II, p. 35)

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